

Unit Cover Page

Unit Title: *The World in the Contemporary Era* **Grade Level(s):** *11-12*

Subject/Topic Area(s): *Social Studies*

Key Words: *Terrorism, Middle East, proxy wars*

Designed By: *Cooper Lavigne* **Time Frame:** _____

School District: *RSU 9* **School:** _____

Brief Summary of Unit (including curricular context and unit goals):

Students will learn about key events that took place in the 20th century that have served to shape modern Middle Eastern societies. Students will be expected to come away with the understanding that the issue of global terrorism is complex and lacks an obvious course of action from the international community. With that in mind students will still be asked to consider the numerous social and political ramifications of each policy decision and develop their own opinion. Student's policy decision must be informed through historical context or must offer a compelling reasoning to deviate from history.

Unit design status: ☐ *completed Template pages - Stage 1, 2, and 3*

☐ *completed Blueprint for each performance task* ☐ *completed rubric(s)*

☐ *directions to students & teachers* ☐ *materials & resources listed*

☐ *suggested accommodations* ☐ *suggested extensions*

Status: ☐ *initial draft (date - _____)* ☐ *revised draft (date - _____)*

☐ *peer reviewed* ☐ *content reviewed* ☐ *field tested* ☐ *validated* ☐ *anchored*

Stage 1: Identify Desired Results.

Established Goals:

G

What understandings are desired?

Students will understand that:

U

What essential questions will be considered?

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

K

Students will be able to:

S

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

T



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

oe

Student Self-Assessment and Reflection:

sa

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

G

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Through what authentic performance task will students demonstrate understanding?

Task Description:

T

What student products/performances will provide evidence of desired understandings?

By what criteria will student products/performances be evaluated?



Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Stage 3: Plan learning experiences and instruction.

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L

Monday	1	6	11
Tuesday	2	7	12
Wednesday	3	8	13
Thursday	4	9	14
Friday	5	10	15

